DOCUMENT RESUME

ED 144 212 EA 009 912

AUTHOR	Molloy, Larry; And Others
TITLE	Housing for New Types of Students. A Report.
INSTITUTION	Educational Facilities Labs., Inc., New York, N.Y.
SPONS AGENCY	Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE	Jul 77
NOTE	76p.
AVAILABLE FROM	Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($4.00 prepaid)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adult Students; Advanced Placement Programs; Architectural Barriers; *College Housing; College Planning; *College Students; Declining Enrollment; *Dormitories; Enrollment Trends; Handicapped Students; Higher Education; *Housing Needs; *Minority Groups; Older Adults; Resource Guides; Shared Facilities; *Student Needs; Womens Education

ABSTRACT

The demographic pattern of college students is changing from the conventional mold of 18 to 24-year-old able-bodied persons. Although the enrollment of 18-year-olds is declining, enrollment increases are occurring among the following constituencies: (1) women students and single women with children, (2) diverse adult students, (3) older students, (4) handicapped students, (5) part-time students, and (6) foreign students. The purpose of this report is to alert college housing officials to who their new students are likely to be and what the students' impact on housing will be. Examples are given of how some colleges and universities have responded to the dual problem of filling academic and residential space and making themselves and their dormitories accessible to new types of students. Information sources are supplied for the programs described. (Author/MLF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144212

Housing for New Types of Students

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

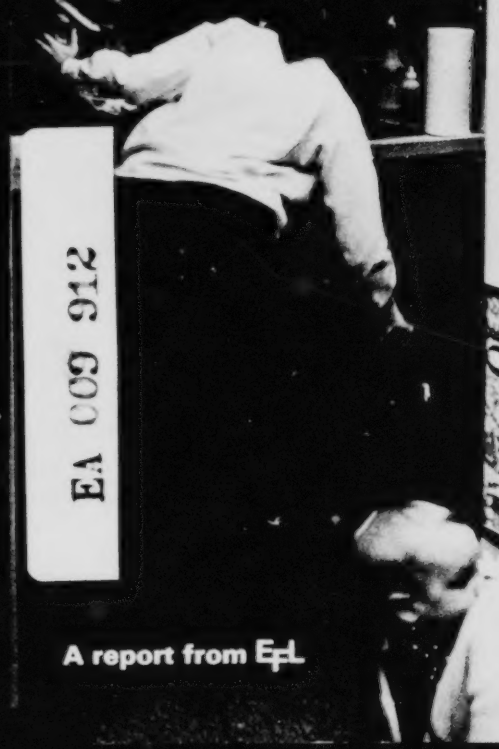
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

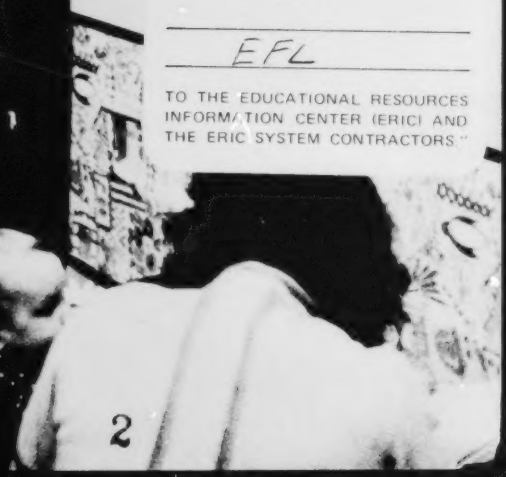
"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

EFL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

EA 009 912





A report from EFL

Board of Directors

J.E. Jonsson, *Chairman*
Honorary Chairman of the Board, Texas Instruments, Inc.
Alvin C. Eurich, *Vice Chairman*
President, Academy for Educational Development, Inc.
Harold B. Gores, *Chairman, Executive Committee, Educational Facilities Laboratories*
Clay P. Bedford, *Director, Kaiser Industries*
Morris Duane, *Attorney, Duane, Morris and Heckscher*
Alan C. Green, *President and Treasurer, Educational Facilities Laboratories*
Philip M. Klutznick, *Chairman of the Executive Committee, Urban Investment and Development Company*
Martin Meyerson, *President, University of Pennsylvania*
Harriet Miller, *Executive Director, National Retired Teachers Association and American Association of Retired Persons*
Milton C. Mumford, *Director and Former Chairman of the Board, Lever Brothers Company*
Howard S. Turner, *Chairman of the Board, Turner Construction Company*
Benjamin C. Willis, *Educational Consultant*

Officers

Alan C. Green, *President and Treasurer*
Joseph S. Iseman, *Secretary*

Staff

John R. Boice, *Project Director*
Joshua A. Burns, *Associate Project Director*
Beryl L. Fields, *Editorial Assistant*
Gwen Frederickson, *Administrative Assistant*
Peter Green, *Editor*
Rhoda Kraus, *Secretary*
Larry Molloy, *Project Director*
Vicki Moses, *Research Associate*
Margaret Nyhus, *Administrative Assistant*
Lynne Smith, *Information Assistant*
Mary C. Webb, *Assistant Treasurer*
Ruth Weinstock, *Project Director*
Wendell Williams, *Publications Assistant*

Educational Facilities Laboratories is a nonprofit organization established in 1958 by The Ford Foundation to encourage and guide constructive changes in educational and related facilities.

Housing for New Types of Students

A report from E+L

4

Library of Congress Catalog No. 77-79052
First printing July 1977
©1977 by Educational Facilities Laboratories
Copies of this report are available for $4.00 prepaid
from EFL, 850 Third Avenue, New York, N.Y. 10022

Contents

Foreword, 5

Housing for New Types of Students, 6

The Law and Handicapped Students, 9

Early Admission Young Students, 20

Women: The Next Majority, 25

The Diversity of Adult Students, 32

Elderly Students: To Stop Learning Is To Stop Living, 39

Housing Prisoners on Campus, 51

Foreign Students: The Education Import, 56

Alumni, Retirees, Emeriti, and Retired Staff, 63

Conclusion, 69

EFL Publications, 72

Foreword

Housing for New Types of Students is published five years after *Student Housing* in which EFL advised administrators to convert empty dormitories into suites and apartments so that the institutions would not be without housing income. Times have certainly changed, for now there is no difficulty in renting dormitory space.

But there will be another change soon when the supply of 18-year-olds from high schools slows down. This current report shows how some colleges and universities have responded to the forthcoming problem of filling academic and residential space by encouraging types of students outside the conventional mold of 18-24-year-old able-bodied persons.

Three EFL staff members worked on this publication: Larry Molloy directed the project and wrote the manuscript with research assistance from Vicki Moses, and Sy Zachar brought the manuscript up to date.

Housing for New Types of Students is part of a project on higher education facilities supported by The Andrew W. Mellon Foundation. Two other titles are being published with this report, *The Neglected Majority: Facilities for Commuting Students* and *Space Costing: Who Should Pay for the Use of College Space?* The foundation also supported two earlier reports, *Generating Revenue from College Facilities* and *Campus in Transition*.

EDUCATIONAL FACILITIES LABORATORIES

Housing for New Types of Students

When Joe College began to vanish from the campus scene about ten years ago, he was gradually replaced by a cast of characters that range from his grandmother to a cousin on day release from a state penitentiary. The typical college student used to be an able-bodied male living in a dorm for four years of undergraduate education. Now, the U.S. Bureau of Census tells us, the 11.2 million students enrolled in colleges represent every branch of human society.

Nearly half are women (5.26 million), of whom 1.5 million are between 25 and 55 years and 430,000 are single mothers. Many of the men are older than the Joe College stereotype: 2.2 million are between 25 and 34 years, and about 1 million served in the armed forces. About 83,000 students enrolled in undergraduate courses are more than 55 years old, and in this group the women outnumber the men 2 to 1. (Another 1.5 million over 55 are in vocational, adult, or continuing education courses.) At the other end of the scale there are 293,000 students who have not yet celebrated their eighteenth birthday. Since the statistics also show 20,000 prisoners and parolees and 155,000 foreign students, the concept of a "typical student" becomes untenable when we are planning college facilities.

Another constituency—not enumerated in the census—is the handicapped student. No one knows for certain how many handicapped students are enrolled in colleges, but three organizations offer their opinions. The Veterans Administration says 12,000 disabled veterans attend college, the Rehabilitation Services Administration notes 5,000 legally blind students, and the Office of Demographic Studies at Gallaudet College says there are 3,000 deaf students. There are not any other statistics to check handicapped enrollments against. Nor do we know how many summer vacationers stay on the 35 campuses that offer programs. Among the other constituencies that we can only guess at are the millions of adults enrolled in the uncounted thousands of proprietary colleges in America.

There are other surprising peculiarities about today's 11.2 million known college students: 39 percent are not enrolled full-time, 81 percent do not live in college housing, 9 percent are graduate students, and 2 percent are professionals returning for further education. Although much of the change in student characteristics is due to enrollment increases among women, foreign, part-time, and older students, the Census Bureau reports that the number of 18- to 24-year-old students actually declined during the last five years while total enrollments increased 65 percent.

Several factors are at work to encourage the increase in atypical student enrollments. Financing a college education, for example, is much easier since veteran's benefits, student loans, and adult education grants are readily available for people without parental support. Many state licensing boards now require professionals to enroll in regular continuing-education programs. Owing to the faltering economy, a large number of older students enroll in college programs because they cannot find work or because their present occupational skills no longer guarantee employment. And, affirmative action requirements compel colleges and universities to recruit minority and handicapped students.

Another set of circumstances influences the decline in typical student enrollments. New college graduates, for example, are having difficulty in obtaining desirable jobs. Thus, many high school graduates do not regard postsecondary education as a prerequisite to employment. A more serious circumstance is the imminent decline in the number of persons between 18 and 24. The present birth rate is down to 1.8 children per family. If this rate continues, the U.S. Bureau of the Census predicts that the prime student age group (18 to 24) will increase from 27.7 million in 1975 to 29.3 million in 1980, and then plummet throughout the 1980s to a low of 23.6 million in 1995.

Shelter for all

Housing in higher education has gone from boom to bust to boom again. At present the rising costs of energy and commuting, crime in student ghettos, and the increasing cost

of food make dorm life and fixed-price meal plans attractive.

Student housing and personnel administrators have always maintained that the experiences gained by residential life supplemented, indeed rounded out, a student's collegiate experience. While the professors worked on developing the student intellect, the housing staff worked with, or was accessible to, the "whole" person.

Since new types of students are coming to the campus, administrators will have to be prepared to house and work with a new type of "whole" person. He may be handicapped,

she might be a divorcee with a child. The operation of dormitories and their services—even the typical resident assistant—will have to change as colleges and universities make themselves and their dormitories accessible to new types of students.

The purpose of this report is to alert college housing officials to who their new students are likely to be and what the students' impact on housing will be.

College housing can no longer be seen as a place for aging teenagers but as a place where everyone who desires or needs a space can find shelter.

The Law and Handicapped Students

Colleges and universities that discriminate against the handicapped either by inaccessible facilities or through selective admission procedures may find difficulties with their federal financial support. The Architectural Barriers Act of 1968 (Public Law 90-480), for example, requires that any new public facility (excepting privately owned residential structures and military facilities designed primarily for able-bodied personnel) benefiting from whole or partial federal financing must be fully accessible to all handicapped persons. In addition, existing facilities undergoing major renovation supported by federal funds must provide for accessibility and usability by the handicapped.

Although enforcement has been spotty in the past, a quasi-independent agency, the Architectural and Transportation Barriers Compliance Board, was established in 1973 to assure compliance with the 1968 act. The board has the authority to withhold funds from any agency failing to comply with the law's intent. It is likely, therefore, that designs of future college facilities must meet minimum accessibility standards. *Write: Architectural and Transportation Barriers Compliance Board, Washington, D.C. 20201*

Federal regulations affect more than new construction. Section 503 of the 1973 Rehabilitation Act (Public Law 93-112) requires any agency doing at least $2,500 worth of business with the government to design affirmative action plans for the handicapped or face loss of federal contracts. In addition, Section 504 states that "no otherwise qualified handicapped person in the United States... shall, solely by reason of his handicap be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Broadly defined, the law means that any federally supported activity must not exclude handicapped people because facilities are inaccessible. It also means that if federally supported lectures, education programs, transportation, or housing are open to the public and if there is a

handicapped constituency, then colleges must also make allowances for the blind and the deaf. It is also likely, therefore, that printed material must be available in braille and that a sign linguist or a hearing amplifier must be available for the deaf. Regulations for complying with the law are available from HEW's Office of Civil Rights for the Handicapped. *Write: Office of Civil Rights for the Handicapped, Room 3460-N, Dept. of HEW, 330 Independence Avenue, S.W., Washington, D.C. 20201.*

States and municipalities have also passed strict regulations for the removal of architectural barriers and, as a result, many colleges and universities have instituted vigorous barrier-removal programs. For housing facilities, many colleges have installed ramps and rehabilitation toilets in ground floor units in old buildings, and campus planners see that all new housing facilities are fully accessible to and usable by the physically handicapped according to standards set by the American National Standards Institute. A free copy of ANSI A117-1961 is available from The National Easter Seal Society, 2023 Ogden Avenue, Chicago, Ill. 60612.

Removing barriers

There are no reliable figures for the number of handicapped students enrolled in United States colleges and universities. The best estimates count approximately 5,000 blind, 3,000 deaf, and 12,000 disabled-veteran students; no other figures exist. No matter how many handicapped students are actually enrolled, it is certain that a smaller proportion of the handicapped take advantage of college programs than the general population.

Not all colleges have waited until pushed by federal regulations to serve this emerging constituency. Since 1947, the University of Illinois in Champaign has pioneered architectural accessibility for the handicapped. Today, the entire campus has been planned or modified for equal accessibility to all physically handicapped students. There are 250 severely handicapped students on campus—150 confined to wheelchairs, 60 quadriplegics, and 40 blind. For the visually-im-

paired students on campus, the library contains all essential texts and resources in braille and on tape. The library also houses a raised map of the campus so that blind students can orient themselves and travel independently to class.

Tactile maps have been installed on the campuses of Boston University, University of California at Berkeley, Cleveland State University, Kent State University, Massachusetts Institute of Technology, and North Texas State University. The Telephone Pioneers of America specialize in three-dimensional maps for the blind. *Write: Telephone Pioneers of America, Hawthorne Chapter, Western Electric Co., Inc., Hawthorne Station, Chicago, Ill. 60623.*

Much of the design and innovation of the Champaign facilities that serve the handicapped and regular students (including special facilities for residential halls) is developed in the university's Rehabilitation Educational Center. The center developed many new facilities and programs for the handicapped including designs for a variety of adapted sports, recreational activities, and transportation. As a pioneer in planning for the handicapped, The Rehabilitation Education Center is a national clearinghouse for information, consulting, and technical assistance. *Write: Timothy J. Nugent, Director, Rehabilitation Education Center, Oak St. and Stadium Dr., University of Illinois, Champaign, Ill. 61820.*

Besides removing architectural barriers in student housing, the University of Illinois designates no permanent specialized housing facilities for the handicapped. Most students live in university residence halls with room assignments following regular university procedures. Some handicapped students, however, live in accessible private apartments scattered throughout the university community. Since 80 percent of the university's housing facilities are accessible, no students are consigned to rooms designated exclusively for the handicapped.

For the severely handicapped quadriplegic student, the University of Illinois maintains a halfway house called Project House where six students needing attendant care and unused to independent living reside for their first few months on campus. The Rehabilitation Education Center trains these

students to care for themselves, and then places them in standard dormitory units with only morning and evening attendant services.

Two different approaches

There are two philosophies about facilitating the handicapped on campus. The University of Illinois approach provides enough specialized support services to permit even the most severely handicapped student independent housing and mobility on campus. This approach presupposes the removal of all architectural, admission, and attitudinal barriers, and compels a handicapped student to enroll according to admission requirements and conditions governing all students. The second approach provides severely handicapped students special conditions, housing, curriculum, and support facilities that nurture their participation in higher education.

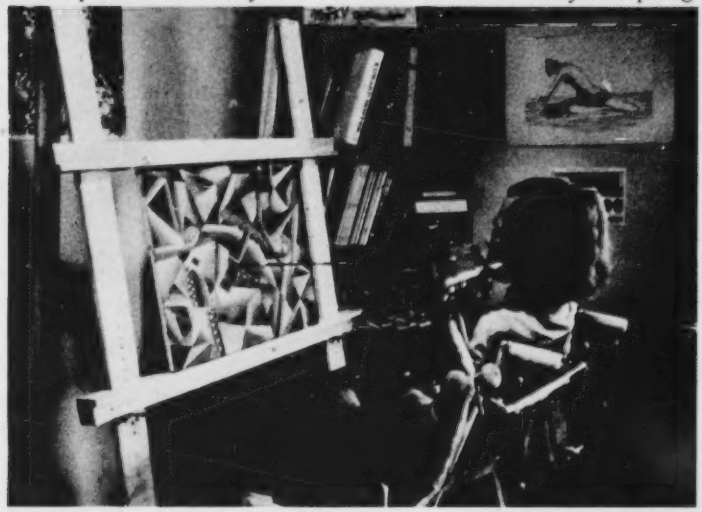
Dozens of universities provide housing with 24-hour attendant care for the severely handicapped in university-associated hospitals. For many students, however, this is unacceptable segregation that reinforces the misconception that handicapped people are diseased and frail. To counteract this misconception, handicapped people on several campuses have formed nonprofit organizations dedicated to independent housing for the severely handicapped.

Two organizations, the Boston Center for Independent Living and the Independent Living Center in Bangor, Maine, obtained housing facilities by renting vacant dormitory space from local colleges and converting it to functional accessibility. Both centers provide part-time day and night attendants. The Boston Center has room for 16 residents, while Independent Living has space for 5. In both centers, college enrollment is not a prerequisite for tenancy. *Write: Wissa Z. Wissa, Director, Boston Center for Independent Living, 745 Commonwealth Ave., Boston, Mass. 02215. Diantha L. Hawks, Director, Independent Living Center, Inc., Hussan Colleg Bell Dormitory, One College Circle, Bangor, Me. 04401.*

Special facilities for quadriplegic students

At Ohio State University, Creative Living, Inc. went a step further. Established in 1969 as a nonprofit organization, Creative Living leased two parcels of land near the university hospital and the main campus at no cost from the Battelle Institute. With a 100 percent loan from the Federal Housing Authority, Creative Living constructed an 18-unit apartment building designed for severely handicapped quadriplegic students. Creative Living employs seven full-time assistants for year-round, 24-hour non-medical attendant care. Grants from the Ohio Department of Health allow Creative Living to maintain the lowest possible rents ($126 per month in 1976) for residents whose main sources of income are monthly benefits from the Bureau of Vocational Rehabilitation.

Creative Living's directors insist that proximity is a key consideration when planning housing for quadriplegic students. At this writing, Creative Living has more applicants than apartments. They are, however, selective, only accepting



quadriplegic tenants pursuing active career goals. Currently there are 18 people who Creative Living insists would never have a chance at careers and a normally independent lifestyle without this unique housing facility. *Write: Jack Dacre,*

Executive Secretary, Creative Living, Dodd Hall, 472 W. Eighth Ave., Columbus, Ohio 43210.

Integrating severely disabled students

Rather than nurture severely disabled students in specialized environments, some colleges adopt housing policies and support services that integrate the handicapped into buildings shared by all students. The Disabled Students Union at the University of California, Berkeley, runs a program of services that enables handicapped students to live fully independent lives. Called the Physically Disabled Students Program (PDSP), the services include note-taking, typing, financial aid, counseling, mobility training for both blind and physically handicapped, a wheelchair repair shop (a new idea recently introduced at Hofstra University in Hempstead, New York), van transportation, and an organized attendant pool co-op that brokers both hired regular attendants and 24-hour volunteer emergency attendants.

The PDSP services enable handicapped students to attend the university although there are no barrier-free housing facilities on campus. Instead, PDSP encourages students to seek off-campus housing from a list of accessible apartments in the Berkeley community. Thus, students are exposed to living situations as both students and citizens. Although the program operates successfully, there is a need for transitional living quarters similar to the University of Illinois' halfway house. The university's housing office, working with the Disabled Students Union, is seeking funds for a new transitional living facility. Because of PDSP's services, the university has enrolled 360 disabled students—130 in wheelchairs and 35 blind. *Write: John Hessler, Physically Disabled Students Program, 2532 Durant Ave., Suite 2, Berkeley, Calif. 94704.*

New Mexico State University, using state legislature allocations, converted several first floor standard dormitory suites into accessible rooms for paraplegic and quadriplegic students. The two designs are quite different. Although both conversions called for new hook latches on all doors, 36-in.

portal widths, and lowered light switches and thermostats, the quadriplegic units required a more expensive, fully tiled bathroom with thermostatically controlled showerheads. In both cases, a double room was converted to single occupancy for the handicapped. For quadriplegics, however, the extra bed remains for attendants who sleep in at no cost. In addition, the dormitory houses a club for handicapped students and an accessible darkroom.

The university also converted a house in the married students complex for quadriplegic occupancy. *Write: Anthony Valach, Director of Housing, Box 3BB, New Mexico State University, Las Cruces, N. M. 88003.*

Wayne State University constructed a 257-unit apartment complex in 1975 that included 75 units specially equipped for handicapped students. These apartments have low height, self-cleaning wall ovens, emergency buttons and voice communication with the front desk, smoke and heat detectors, and fire refuges in the hall. Wayne State's aggressive handicapped transportation and barrier-removal program has attracted a large number of handicapped students—330 including 32 in wheelchairs, 16 quadriplegics, and 30 visually impaired students. *Write: Elizabeth Schrauder, Director, Educational Rehabilitation Services, 450 McKenzie Hall, Wayne State University, Detroit, Mich. 48202.*

A much smaller college than Wayne State, Kansas State Teachers College, launched an extensive barrier-removal program in the 1950s and soon began attracting handicapped students. Today, there are 200 handicapped students on campus—40 housed in campus facilities. The university's long experience with the handicapped permits quadriplegic students to live without special housing accommodations. Instead, students living in accessible dormitory rooms with rehabilitation toilets are enrolled in a special Independent Living Skills course run by the home economics department. The course includes training in adaptive cooking, housecleaning and self-care with emphasis on modifying equipment and facilities that enable students to live independently with minimum attendant care after they leave college. Like New Mexico and Wayne State Universities, students are expected

to hire their own attendants, but all three colleges maintain listings of student attendants. *Write: Craig Carlson, Director, Rehabilitation Services, Kansas State Teachers College, Emporia, Kan. 66801.*

Mobile homes for the handicapped

A college housing project, aided with funds from the U.S. Department of Housing and Urban Development, has vast potential for disabled people everywhere. St. Andrews College in Laurinburg, North Carolina, a pioneer in facilities and programs for the physically handicapped, is studying the design and market potential of mobile homes for the handicapped. HUD supplied four surplus trailers from the Pennsylvania flood disaster. St. Andrews has adapted them for three different levels of handicap: the standard paraplegic, the average quadriplegic, and the severely handicapped quadriplegic. The design and extent of adaptation is different for each level, but each contains special designs for food preparation, safety and fire egress, and alarm communications with community and neighborhood personnel.

Working with architects, United Laboratories, NASA, and fire and safety experts, the St. Andrews project developed innovations in facilities and design that can be applied to all housing for the handicapped. The kitchens, for example, permit an efficient flow of food along a counter from the refrigerator to the work area, to the sink, oven, stove, and dining area. Plates, glasses, and silverware are kept in pull-out drawers instead of shelves. The sink, with side-mounted faucets, is positioned for easy cleanup and operation. The dining table folds up from the wall leaving space for wheelchair travel and swings down out of traffic when not in use.

Cost is a major factor in the mobile home project. Safety standards called for a sprinkler system in each trailer, so St. Andrews designed a low-cost system using an 85-gallon storage tank emptied by compressed nitrogen. The alterations, although extensive and including various designs for bathroom facilities, will not raise the market price for mobile homes more than 15 percent.

So that students have access to similar facilities after college, the St. Andrews project is monitored by the mobile home industry. After a final report and film are completed, HUD and St. Andrews will work with the mobile home manufacturers so that the new units will be available nationwide. Project officials are convinced that the new designs will open a vast new market in housing for the handicapped and the elderly. *Write: Roger Decker, Freedom Square Project, St. Andrews Presbyterian College, Laurinburg, N.C. 28352.*

Blind students

Most colleges do not provide special facilities for blind students. Indeed, blind people often reject special architectural considerations and rely instead on rehabilitation agencies and organizations for the blind that teach mobility and daily living skills. There are, however, a few architectural considerations for blind student housing that need attention—primarily facilities for Seeing Eye dogs and safety.

Florida State University houses blind students in large rooms with private baths on the first floor. The rooms are situated close to building exits labeled in braille for safety and because these students must often walk their dogs. There are about 50 blind and visually impaired students on the Florida State Campus. Before any blind student enrolls in any postsecondary educational program, the Florida Bureau of Blind Services requires a summer mobility training course. *Write: Sherrill Ragans, Director, Residential Student Development, 104 Cawthon, Florida State University, Tallahassee, Fla. 32306.*

Cleveland State University, with federal, state, and city funds, initiated a multimillion dollar construction program that includes barrier removal, renovation, conversion, and new facilities for the blind.

Housing facilities are in four upper floors of an existing dormitory tower. A university-wide signage program requires raised letters and braille at a set height on all portals. All elevators are marked in braille and a loud speaker announces each floor. All doors not intended for normal use, such as fire

exits, mechanical rooms, loading platforms, stages, etc., have knurled handles.

To facilitate movement around campus, the university established routes for the blind marked with textured surfaces and around-the-corner handrails. Different designs demarcate crosswalks, crossroads, exits, and potential hazards. Adjacent to the dormitory tower is one of three large tactile maps of the campus with push-button-operated address systems. *Write: Elsie Nicholson, Director, Division of Special Studies, 24th and Euclid Aves., Cleveland State University, Cleveland, Oh. 44115.*

Deaf students

About 1,500 deaf and hearing impaired students graduate each year from secondary schools. Today, there are about 2,900 deaf students enrolled in 41 postsecondary programs in the United States. Half of them attend Gallaudet College in Washington, D.C., and the National Technical Institute for the Deaf (N.T.I.D.) in Rochester, New York.

Most colleges and universities do not provide special facilities for deaf students beyond installing visual warning signals to accompany all audible alarms. However, N.T.I.D., which is affiliated with the Rochester Institute of Technology, built a dormitory for 400 deaf students and 175 hearing students that contains several innovations. Rooms are arranged in suites housing four students and no suite houses only deaf or only hearing students.

Special facilities for the deaf include shadow-free lighting of 150-ft candles that enables students to read lips and sign language easily, a color-coded light "doorbell," plenty of daylight at desks, and a stroboscopic warning system for fire and messages.

After a year's occupancy, the architects, Hugh Stubbins & Associates, admit only one weakness in the building's overall design; the heating, ventilating, and airconditioning system should have been installed differently to avoid structure-borne vibration that affects hearing aids. *Write: Phillip Weinbach, Public Information Director, National Technical*

Institute for the Deaf, One Lomb Memorial Drive, Rochester, N.Y. 14623.

Restoring civil rights

If a final point needs to be made, it is simply that handicapped people have the same right to a college education as the rest of the population. This right is now mandated by federal and state governments, but we must not lose sight of the human side—handicapped people have minds and talents that should be tapped, and a physical defect does not make a person deficient.

By extension, if a handicapped person is entitled to a college education, he or she is also entitled to dormitory space that takes care of his or her unique physical needs and provides the same residential life experiences as the nonhandicapped students.

Early Admission Young Students

Some colleges have always made a place for intellectually motivated young students who skip their senior or junior year at high school and enroll as college freshmen. Recently the number of high-school-age students has grown, and in 1975 there were nearly 300,000 of them. Many colleges are now affected by these youngsters, and administrators have to make some adjustments for their new enrollees.

When they arrive at the campus gate, the problems that these students face are not academic but social. At a time when one year makes a great deal of difference in maturity, these students are placed in a competitive social situation in which their youth puts them at a disadvantage.

Their age differential is probably felt most keenly in the residential situation. Physical maturation differences are most apparent in the semiclothed and gang bathroom life-style of the dormitory.

Social patterns in the dormitory, particularly sexual, can create severe difficulties for students—not just the early admissions. Pressure to conform is great in the late teenage years, and to those that do not "fit" or engage in similar behavior the social penalties, real and imagined, can be enormous.

A few institutions make special residential arrangements for their young students. The University of Illinois, Urbana, places all early admission students in one dormitory, although they are not segregated within it, and the Early Admissions Office keeps a protective eye on them. Some institutions run a summer pre-freshman session to ease the high-school-age students into the collegial life-style.

The State University of New York College at Purchase is accustomed to dealing with younger students—7 percent of the freshman class are three-year high school graduates. Nevertheless, Purchase does not encourage housing high-school-aged students on campus. In the past, Purchase's younger students, integrated with older students in university dormitories, had difficulty coping with intense social pressures and

fell behind scholastically. Commuting early admission students, on the other hand, facing fewer social pressures generally did better in class than their resident peers.

Freshman year in the Big Apple

The Freshman Year program at The New School for Social Research in New York City attempts to reverse the general trend of freshman year education. The philosophy of the program is to concentrate institutional energy in the young students' crucial year. Instead of large lecture classes, these students attend seminars and engage in continuous interaction with the faculty.

The school draws very motivated students who have chosen to live in Manhattan during their first year in college. Through careful screening and interviewing, The New School has had few problems in bringing young students to live and learn in the city.

The school did not establish the program to fill potentially vacant space, as they have no undergraduate college, but has attempted to create a new type of freshman year, different in focus from what most students experience at other schools. The freshman students are housed in a New York University dormitory because the school has none of its own. The only special housing arrangement is that the students are grouped together. The New School contracts with NYU, and the relationship appears to be beneficial to both. *Write: Edith Wurtzel, Assistant Director, Freshman Year Program, The New School for Social Research, 66 West 12th Street, New York, N.Y. 10011.*

Summer programs

Some universities rely on a summer pre-admission session to overcome difficulties assimilating young students on campus. In North Carolina, Appalachian State University and Western Carolina University test high school students who have completed their junior year before admitting them to the fall term. Students are required to enroll in freshman courses

during the summer and be interviewed by counselors who evaluate their candidacy. Both universities integrate younger students in regular dormitories. Neither program provides special counseling or tutorial assistance. The summer sessions chiefly benefit the college by providing an opportunity to test younger students before formally admitting them as students. In addition, the early admission candidates fill otherwise empty college dormitories during the summer. *Write: Ron Ensey, Director, Admissions Partnership Program, Appalachian State University, Boone, N.C. 28608. Write: Lee Starnes, Assistant Director of Admissions, Western Carolina University, Cullowhee, N.C. 28723.*

Early college

In some early admission programs the students go straight through to a degree without receiving a high school diploma. If a student drops out of college, however, she is left without high school certification. To avert this predicament and still shorten the high school–college education, two new programs have been developed for younger students: residential "early college" in Western Massachusetts and a six-year cooperative "middle college" on the West Coast.

Simon's Rock in Great Barrington, Massachusetts, was founded in 1964 as an independent residential "early college" for 16- to 20-year-old students. The college program integrates curricula from the last two years in high school with interdisciplinary college courses and thus shortens the high school and college program by two years.

The college offers programs that attempt to match the different capabilities and goals of students. Many elect to enter after the tenth or eleventh grade and begin a B.A. program. Others who enter after the eleventh grade or at the traditional freshman year have the option of working for an A.A. degree in two or three years and then transferring to another institution for a B.A. or reentering Simon's Rock.

Because there are no social pressures from older students at Simon's Rock, the housing is remarkably similar to traditional campuses. All residence facilities are staffed by faculty.

Restricted by a midnight curfew, mandatory study periods, and compulsory seminars on sex and drugs, freshmen students live together in one dormitory with two house directors and six upper-class resident assistants. Gradually, as students mature with the college, they move to more independent housing accommodations: a building with six- and eight-student suites containing a house director to a three bedroom apartment building, each with a kitchen and living room for upper classmen. In their final year, students, with parental permission, may elect to live off campus. *Write: Baird Whitlock, President, Simon's Rock, Great Barrington, Mass. 02130.*

Rather than create a free-standing independent college for younger students, a Catholic preparatory school and university in Seattle are cooperatively sponsoring a new "middle college" called Matteo Ricci College. Students who enter in their freshman year of high school receive a high school diploma from the preparatory school in three years and a bachelor's degree in three additional years from the university. The first freshmen students entered the Matteo Ricci program in September 1975.

Although both Seattle institutions were facing declining enrollments, neither conceived the program as a way to attract new students. Rather, both schools regard the middle college as a unique project in which a high school and a university work together to solve common problems: student dissatisfaction with the last two years in high school, teacher complaints of "senioritis" lethargy in the senior year, the university's costs for refresher freshman courses that are largely a review of high school work, and parent complaints about the time and costs of obtaining a college degree. The middle college, combining high school and college curricula into one coherent program, is designed to save students time and, by reducing the number of years in school, money. *Write: Father William LeRoux, S.J., Assistant to the Dean of Planning, Seattle University, 12th & E. Columbia, Seattle, Wash. 98122.*

In addition to the younger students enrolled in colleges, there are many high-school-aged students taking college level courses. According to the National Center for Educational

Statistics, 891,000 students are taking college courses in their own high schools, most through the Advanced Placement Program of the College Entrance Examination Board. A problem with the 14 to 20 age group is that its numbers are declining rapidly. As projected enrollments begin to worry colleges, many are looking to the younger student as a means for maintaining enrollments. By the same token, high schools facing enrollment declines are increasingly reluctant to release their students to the clamoring colleges. The competition could lead to growing adversary relations between the nation's higher and secondary education systems.

Campus housing for younger students presents unique problems. As freshmen, they often do not qualify for housing amenities and special programs that may make the difference between success and failure. Where special programs do exist, such as at the University of Illinois, attrition rates are lower, social and psychological adjustment problems rarely occur, and students consistently perform better academically.

Women: The Next Majority

There are more women than men in the United States, and this difference in populations is now affecting college enrollments. Consider the following statistics for higher education.

☐ The fall 1976 enrollment figures show that women gained 3.4 percent while men lost 4 percent.

☐ Between 1970 and 1975 women's enrollment increased by 40 percent; men only 21 percent.

☐ About half of all first year graduate students in 1975 are women.

☐ Between 1970 and 1975 the number of women aged 25 to 34 attending college increased by 130 percent (from 400,000 to 950,000), and enrollments for women under 25 increased by 30 percent.

☐ In the last quarter of the 20th century women have been declared a disadvantaged group and have the right to affirmative action in education and employment.

Women are looking at education to fulfill their vocational goals, and a new type of student—older, currently or formerly married, sometimes with children—is now enrolling. The recent raising of women's consciousness is changing higher education in general and women's colleges in particular.

The women's dormitory has taken on new meaning. No longer weighed down with strict rules that give women's residence halls a semiconvent feeling, the dorms today play an active role in the women's movement. Women are attracted to the dorms because many who have chosen to live off campus experience housing difficulties and concerns that male students do not share, such as demands for a male signature on leases, two months security instead of one, and personal safety considerations.

The following examples of activities brought about by the influx of women into higher education show the diversity of needs and some of the responses.

Housing for women

Recognizing the difficulties women seeking housing must face, a few universities offer information and counseling services to apartment hunters. The housing office of the University of California at Chico, for example, maintains lists of available apartments in the community, buildings already housing mature single women, local realtors who will freely rent to women, and boarding houses for women. *Write: Pat Fawcett, Supervisor, Housing Office, California State University, Chico, Calif. 95929.*

Bucknell University took another approach and bought residences in the community for housing special interest groups, including two women's organizations. American University constructed two additional floors atop an existing coeducational dormitory. To accommodate alternative living arrangements on a mixed floor, one new story was built without interior walls, and the university provided furniture tailored especially to the open living concept. Space is divided with moveable units to suit the students' needs; closets and dresser drawers with foldout desks become room dividers. Thus groups of from two to eight students can arrange for privacy or communal living. *Write: Philip Henry, Director of Residence Living, American University, Washington, D.C. 20016.*

Because they needed safe housing near campus, women at Ohio State convinced the university of the need for apartment options for mature women. Campus planners selected a 1920 former residential hotel since used as a dormitory because it is near the medical school; the location is important since the majority of mature women students enroll in allied health programs that often require them to work in the hospital late at night. The university spent $600,000 to convert the building into 11 efficiency, 46 one-bedroom, and 15 two-bedroom furnished apartments. There are also a reading library, a laundry, and a bookstore. The apartment layouts, often determined by existing plumbing, offer a variety of housing options—from small, cramped, and inexpensive to spacious, shared apartments. Called Neil Hall, the new mature women's apartment building, besides serving its

Neil Hall, Ohio
State University

residents, has several advantages for the university: apartment units require 50 percent fewer operating staff and no linen services, and since Neil is fully occupied 12 months a year with a long waiting list, the university will easily amortize the conversion cost in ten years. *Write: Donald Denny, Associate Director, Office of Residence and Dining Halls, Ohio State University, Columbus, Oh. 43210.*

Women's colleges for women, again

Beset by declining enrollments and a rising feminist movement, many women's colleges streamlined their liberal arts curriculum and added preprofessional programs for career-oriented women. The shift from a finishing school image to careers for women paid off in new students. After more than a decade of declining admissions and dying colleges, enrollment in women's colleges was up by 3 percent in 1975. Rather than cutting back, many of these women's colleges are building.

Hood College in Frederick, Md., increased its enrollment 170 percent after adding career preparation and work-study programs to the curriculum. Hood is also phasing out its small male student constituency and moving instead toward a women-centered curriculum. The college has also converted a barn into housing and plans to convert its infirmary into apartment units. In a similar manner, Sarah Lawrence College is constructing townhouse apartment units to alleviate a critical shortage of dormitory space. Both colleges have an eye toward mature women and are planning to provide day-care and commuter services.

Career has become the key word for colleges seeking increased female enrollments. Mature women are no longer seeking access to traditional women's careers such as teaching and allied health. Instead, these women are sharpening their skills for competition in male-dominated professions. To serve these new women, Simmons College in Boston recently began a middle management program for mature women. Aimed at company-sponsored women with high potential, Simmons accepts 50 students three times a year for an

intensive ten-week course in accounting, financing, marketing, operations management, systems control, managerial competence, behavior, and psychology.

The program attracted the attention of nearby Garland Junior College, a small liberal arts women's college that was being closed by its board of trustees. So instead of closing, the trustees donated the campus to Simmons for use as a continuing education center for women. Simmons plans to move the middle management program to the new Mary Garland Center for Continuing Education where 13 landmark brownstones will handsomely house mature women students. *Write: Margaret Hennig, Graduate Program in Management, 300 The Fenway, Boston, Mass. 02115.*

Another women's institution, Stephens College in Columbia, Missouri, began a pace-setting University-Without-Walls (UWW) program for mature women in 1971. Originally training students in the allied health professions, the program rapidly expanded to include studies in the arts and sciences, business administration, journalism, computer science, and management. More than 550 mature students (85 percent women) are enrolled in the UWW program, studying mainly in their home communities; Stephens will send a professor anywhere in five southern states where 20 or more students request instruction. Once a year, however, UWW students must attend Stephens for two weeks of liberal studies seminars. To accommodate the new students, Stephens converted the campus infirmary into 20 double-occupancy suites. *Write: Jim Waddell, Director, University Without Walls, Stephens College, Columbia, Mo. 65201.*

Motherhood in academe

Single parents are a difficult housing problem. The majority are mothers with children and thus doubly stigmatized by society's rules and campus housing preferences. For example, many colleges will not allow single parents to live in married student housing (despite a movement to change the term "married student housing" to "family housing"), and children are not allowed in other campus facilities. Some campus

administrators report that insurance rates increase if single parents are permitted to live on campus. Thus denied student housing, the single mother is forced to seek off-campus accommodations where landlords frequently will not accept leases without a male's signature or simply will not rent to single mothers. Difficulties with housing, added to day-care, transportation, isolation, and financial problems contribute to a shortage of single parents enrolled in higher education and high attrition among those who do.

Concerned about the problems single parents must overcome, a few colleges have begun to develop special housing programs to encourage single parent enrollment. The University of Washington's family housing system grants priority in the university's five apartment buildings to students with low incomes and those suffering discriminatory practices in private housing. Single parents receive priority second only to low income families. Between 50 and 100 single parents, men and women, live in family housing and use university and private day-care facilities. *Write: Office of Housing and Food Services, 301 Schmitz Hall, University of Washington, Seattle, Wash. 98195.*

Similarly, Mills College in Oakland, California, reserves four two-bedroom apartments for single parents in a building housing mature singles and married couples. Single parents cooperate or employ younger students as babysitters. College officials report that once relieved of housing and day-care problems, single parents are among the more stable groups on campus. *Write: Barbara Ellison, Director, Residential Life, Mills College, Oakland, Calif. 94613.*

The University of Mississippi manages a mobile home park for married students and single parents on campus grounds. The university furnishes water, sewage, and electrical connections for $20 per month (compared with $60 per month for apartments). Students provide their own trailers and pay for the utilities. Most students sell the trailers to other students, thus the park's 36 spaces are always full despite a moderate yearly turnover. Parents use the university's two central day-care facilities. *Write: Kathy Tidwell, Housing Office, University of Mississippi, University, Miss. 38677.*

In recent years, more than two dozen institutions have established weekend colleges for working adults. Many of these programs are designed for mature women aimed at new careers. Although Mundelein College is for women only, it offers a coeducational weekend program with dormitory suites. A large number of the 186 adult resident weekend students are single parents. Day-care services are available during weekends. *Write: William Hill, Director, Weekend College in Residence, Mundelein College, 6363 Sheridan Rd., Chicago, Ill. 60660.*

The Diversity of Adult Students

About 3.6 million of the nation's 11 million students are over 25 years of age. Around 2.5 million are between 25 and 34, 1.1 million between 34 and 55, and 90,000 over 55. In addition, there are uncounted thousands or millions of adults enrolled in continuing education courses.

Residence halls are not geared towards the older or mature students. These students seldom want to live in an undergraduate dormitory with the 18- and 19-year-olds. And they stand last in line for graduate student housing. Adults may not wish to live off campus, but they are often forced to do so.

Faced with difficult campus housing situations, mature students will often organize their own housing. For instance, veterans formed a housing co-op at Eastern Washington State College, and the "vanners" at the University of Maryland created a residential village in a parking lot.

Adults often need a place to sleep for one night after a late class when it may be difficult or fatiguing to get home. Or a student may need to work at the library until it closes, sleep overnight, and return when it opens next morning.

Catering to adults

A few universities have established campus apartment buildings specifically for mature singles. Eastern Michigan University and East Texas State University offer mature singles (upper classmen and graduate students) year-round furnished apartments for one, two, or six persons. Research at East Texas indicates that campus residents perform better academically and are more likely to complete degrees than students living off the campus.

Florida State University reserves 80 apartments for mature singles in the married students complex. Housing officials report a decreasing demand for family housing and an increasing demand for mature single apartments. To meet this demand, the university recently completed McCollum

Hall for non-freshman students. It contains 40 double-occupancy apartments and 40 two-bedroom apartments for four students. *Write: Bonnie Glissan, Assistant Director of Housing, Florida State University, Tallahassee, Fla. 32306.*

In 1972, demand for mature single housing convinced Yale University to convert an old infirmary into housing for 36 students. Mature singles can rent low cost private rooms while searching for more permanent quarters. *Write: Office of Facility Planning, Yale University, New Haven, Conn. 06520.*

Hastings College of the Law has an informal agreement to refer enough single students (and alumni during the summer) to completely fill a privately owned apartment building 12 months a year. The building contains 118 furnished studio apartments plus laundry, lounges, seminar rooms, and a recreation room. Located within a block of the campus, the building offers many advantages: rents are low because the building is fully occupied, leases are written for ten months' occupancy, and the apartments are available during the summer on a monthly basis. *Write: Student Housing Office, Hastings College of Law, 198 McAllister St., San Francisco, Calif. 94102.*

When colleges have not met the needs of mature single students, independent student organizations have created self-administered student housing. Most of them are run by and for mature single students. A mimeographed report, *Student Initiated Housing*, is available free from EFL, 850 Third Avenue, New York, N.Y. 10022.

Undergraduate veterans

Veterans are eligible for GI benefits for ten years after their service discharge. Eligibility for the large group of Viet Nam veterans will begin to expire in 1979. Afterwards, the Veterans Administration expects a precipitous decline through 1984.

This does not mean that housing built for veterans will be wasted after 1984. On the contrary, the housing required by single veterans will serve all but the very young students since vets want low-rent private apartments available all year with monthly or quarterly renewal. They also want inexpensive

meal plans or kitchens. With their fixed incomes, veterans have to emphasize low-cost living.

Disabled veterans

There are approximately 2.5 million disabled veterans eligible for both GI Bill benefits and Vocational Rehabilitation education benefits that include subsistence allowances plus full costs for fees, and books. Although GI Bill benefits expire ten years after discharge, Vocational Rehabilitation benefits can be extended for disabled veterans. There are, for example, World War II veterans currently in college who receive full Vocational Rehabilitation entitlements. Many disabled veterans are also eligible for education benefits under state vocational rehabilitation programs. *Write: Veterans' Administration, Division of Vocational Rehabilitation, Washington, D.C. 20420.*

It is widely believed that many disabled veterans do not enroll in colleges because of the difficulties of living and working on architecturally inaccessible campuses. This situation will change because federal regulations now demand full accessibility for new or renovated buildings in which there are any federal construction funds.

A veterans' co-op

Veterans, whose average age was 27, refused to share dormitory rooms with young students at Eastern Washington State College (EWSC), and local housing was in short supply. So, taking the reins in their own hands, the veterans association leased a vacant dormitory from the college and converted it into a co-op. No construction or architectural modifications were necessary. To keep costs down, the co-op hires residents as janitors and handles all maintenance. Foreign students can rent vacant apartments during the summer months. Thus the association is able to charge veterans between $23 and $33 a month for a room. The meal plan costs $17 per month and there is a kitchen in the building. Altogether, the co-op costs about $15 a month less than regular student accommodations.

Comparable apartments in the community cost $80 per month without board, plus commuting costs. The co-op made first floor apartments available to disabled veterans, and EWSC's office of campus planning is investigating the feasibility of making the building fully accessible to the handicapped. *Write: Larry Williams, Veterans' Affairs Coordinator, Eastern Washington State College, Cheney, Wash. 99004.*

Central Washington State College converted a multiple occupancy dormitory for 60 students into a single unit apartment facility for 40 men and women veterans. The tenants pay 10 percent less than standard dormitory rents because they perform all maintenance, janitorial, and security duties. Veterans may enroll in the college meal plan or cook in the dormitory kitchen. Like EWSC's veterans' co-op, Central Washington's veterans' dormitory enjoys a long waiting list of veterans in need of low cost housing. Several are disabled veterans drawing Vocational Rehabilitation benefits, and the dormitory has four accessible apartments on the first floor to accommodate them. *Write: Wendell Hill, Director, Auxiliary Services, Central Washington State College, Ellenburg, Wash. 98926.*

The new liberal arts

Many colleges and universities have established new liberal arts programs for adults within the past few years. Called Liberal Arts Studies, the programs are more often offered through evening colleges and continuing education centers. Most students enroll for two to three years and work part-time; most programs require Liberal Studies students to attend at least three weeks on the college campus each year.

About a dozen colleges offer Liberal Studies degree programs for adults. Most are graduate programs for adults, and most do not offer special housing. Wesleyan University, however, does reserve accommodations for Liberal Studies students during the summer session. Adults may choose to live in one or two bedroom apartments, in suites or group living units, or in houses arranged through a real estate agency. All facilities, except the homes, are used by regular students

during the year. *Write: James Steffensen, Secretary-Treasurer, Association of Graduate Liberal Studies Programs, Wesleyan Station, Middletown, Conn. 06457.*

Students enrolled in the Mature Adult Program or the Bachelor of Liberal Studies Program at the State University of New York College at Brockport may choose between one, two, and three bedroom apartments in recently completed dormitory buildings. Tenants may cook in their own kitchens or choose among a variety of different meal plans. *Write: Pat Nassar, Mature Adult Program, State University of New York College at Brockport, Brockport, N.Y. 14420.*

Largely owing to high unemployment, early retirement, and an exploding technology that obsoletes job skills, the demand for mid-career counseling and vocational training has grown rapidly. College and university counselors in university extension or continuing education centers assist middle-aged students seeking new careers.

Among the institutions with mid-career programs specifically for middle-aged adults are the Universities of Maryland, Michigan, and South Carolina, the State University of New York at Stony Brook, and California's De Anza College. None of these part-time commuter programs offers housing specifically for middle-aged students, but a program called the Lancaster Career Development Center offers a variety of housing options to mid-career students. Sponsored by seven national churches, Lancaster provides occupational counseling and career development planning to people from church and nonprofit organizations. The center maintains rental agreements with a variety of local housing agencies. Students, who average 2½ to 4 days on campus may reserve rooms through the center in local commercial hotels, in dormitories and apartments on the Lancaster campus, or in the Franklin and Marshall College Alumni House across the street. *Write: Guy Mehl, Director, Lancaster Career Development Center, 561 College Ave., Lancaster, Pa. 17603.*

The Federal Aviation Administration and the U.S. Postal Service rent dormitory buildings and classrooms from the University of Oklahoma and operate an independent school within the university. Other organizations such as the

Federal Housing Authority at the University of Oklahoma and the B.F. Goodrich Institute at Kent State University contract with the college to use space, plan curriculum, and teach courses as a joint venture.

Overnight bunks

Community and junior colleges rarely offer housing of any kind. However, Oregon's Mt. Hood Community College maintains a student hostel for commuters who travel great distances and often need a place to sleep, study, or wash before or after work. The College Center has day and overnight sleeping spaces and showers for men and women. The facilities are simple and separate. Beds are in rooms with a constant low blue (night) light to provide a sleeping atmosphere yet light for movement. Shower facilities with liquid soap and large paper towels are adjacent to the two sleeping rooms. Students, including adults, are encouraged to use the facilities during the day, and for $3 may stay overnight. The hostel also accommodates visiting groups on campus. *Write: Robert Jensen, Dean, Student Affairs, Mt. Hood Community College, 26000 S.E. Stark, Gresham, Ore. 97030.*

Short term dormitory use

Goddard College's Adult Degree Program requires its 450 adult students to visit the Plainfield, Vermont, campus twice a year for two weeks. Students live in the dormitories and participate in group sessions, seminars, faculty counseling, and other campus activities. Even without residency requirements, adult degree programs are a good reason for campus housing. The Bay de Noc Community College in upper Michigan built 100 apartments for adults who have to travel great distances throughout the Delta County region. *Write: Victory Loefflath-Ehly, Director, Adult Degree Program Admissions, Goddard College, Plainfield, Vt. 05667. James Barr, Dean, Community Services, Bay de Noc Community College, Escanaba, Mich. 49829.*

A catchall for practically any activity that involves adult

group meetings, continuing education has become a growth industry on the American campus. Many colleges are planning new continuing education centers because they attract new students and generate lucrative incomes. Continuing education centers offer an extraordinarily diverse array of programs for adults: conferences, seminars, certification studies, professional in-service training, research, degree and non-degree adult education, counseling, vocational training, external degree programs, and professional training in the humanities, sciences, and the arts.

Many centers provide housing for their adult students, usually for short-term accommodations. Adult programs often require a term of residency, most often in the summer when the empty dormitories and apartments are available. As residency requirements become more common in external degree programs, colleges with multiple housing options will more likely attract adult students.

Elderly Students: To Stop Learning Is To Stop Living

The concept of the elderly going to college may be seen as a way for older persons, presumably retired and perhaps widowed, to get out of the house, meet people, and keep busy. But that view misses the point of education. To stop learning, to stop growing, is to stop living. Learning multiplies the internal thoughts, the external selves, and the options for self actualization. To assume that internal growth stops at 55 or 65 is to assume that one becomes an adult at age 21.

One out of every ten Americans is over 65, and their potential enrollment is beginning to affect the campuses. This chapter describes some imaginative programs that are making use of campus facilities, particularly housing, in ways that benefit both the elderly and the institutions. The programs include summer courses at a consortium of five New England colleges, experiments in intergenerational living at Syracuse University and Fairhaven College in Washington, and conversions of dormitories into housing for the elderly.

Ten percent and rising

For the first time in history, old people constitute a significant portion of the population. There are now about 23 million people in the United States over age 65. The total will be increased by 1,000 persons a day through the next decade. This shift in our population's character will undoubtedly cause profound changes in all societal institutions. For colleges facing enrollment decline, the elderly offer a potential market and an educational challenge.

The Bureau of the Census estimates that 83,000 persons aged 55 or over enrolled in colleges and universities during 1975, and 13,000 of them are 65 years or older. (Fifty-five is the generally accepted minimum age for describing the elderly.) The 83,000 total does not include people enrolled in vocational, adult, or continuing education courses.

State governments are reacting to senior citizens' interest

in education. By 1976, the legislatures of 12 states (Arkansas, Connecticut, Hawaii, Louisiana, Maryland, Minnesota, Montana, New York, North Carolina, South Carolina, Wisconsin, and Tennessee) have passed laws that enable—in some cases mandate—state colleges and universities to waive tuition charges for the elderly. Also, community and junior colleges in 40 states offer free or reduced tuition rates to senior citizens. *Write: Nancy Berve, Associate Director of Higher Education Services, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, Colo. 80203.* "Community Colleges Respond to Elders: A Sourcebook for Program Development" is available free from The National Institute of Education, 1200 19th St., N.W., Wash., D.C. 20208.

Through the 1965 Older Americans Act, amended for comprehensive services in 1973, the federal government via the Administration on Aging is actively involved in supporting higher education programs for senior citizens. Three sections of the act are related to colleges and universities: Title III, Model Programs, supports innovative projects; Title IV-A, Manpower Training, provides funds to state agencies on aging, supports college and university proposals in career development, social sciences, and gerontology, and gives limited support for program developmental and quality improvement; Title IV-B, Research, supports research activities in the area of the aging. Each fiscal year, the Administration on Aging publishes priority guidelines for program support. *Write: Martin Sickler, Director, Office of Research Demonstrations and Manpower Resources, Administration on Aging, 400 Sixth St., S.W., Washington, D.C. 20201. Specifically request guidelines for Title III, Title IV-A, and Title IV-B.*

Summer school

Colleges have responded to the growing elderly population in a variety of ways. In 1975, a consortium of three New Hampshire state and two private colleges and universities began a unique program, called Elderhostel, to encourage senior citizens to take advantage of education opportunities during the summer months. The program is supported with

private foundation and federal funds, and features one week, non-credit courses in the humanities, arts, history, and "practical survival."

The contents of Elderhostel's courses are not different from standard college curriculum; only the sequence and duration of courses is changed. The facilities are not different; students live in standard dormitories and eat in college cafeterias. The removal of architectural barriers to the handicapped also facilitates the elderly. Senior students do not live with younger students and the courses are exclusively for the hostelers.

Each of the five colleges offers a particular course series repeated once a week for four weeks, and each reserves dormitory rooms for the hostelers on the first or second floors of buildings already occupied by undergraduates. At week's end, the hostelers, in transportation arranged by the Elderhostel administration, move to another campus for the next course series. Room, board (eating in the college cafeterias), a student recreation pass, and standard on-campus medical care cost $50 per 7-day week; there are no tuition fees. The 1975 program ran for four weeks on five campuses and enrolled 300 students ages 55 to 91. Following the first year's success, Elderhostel '76 expanded to eight weeks with 100 different course offerings on 21 campuses in six New England states.

To improve the '76 program, Elderhostel surveyed its entire first year enrollment, but unfortunately the hostelers marked everything as excellent. However, a few complained about gang toilets. More important, the survey indicated that at least several hostelers have since enrolled in college programs, and 300 indicate they will return to Elderhostel '77. *Write: Martin Knowlton, Director, Elderhostel, New England Gerontology Center, University of New Hampshire, Durham, N.H. 03824.*

Converting dormitories for the elderly

The early experiments in dormitory conversions for senior citizen housing have no nursing or medical care. The Ithacare Center in New York, for example, is licensed as a domiciliary

care facility, i.e., the program provides no medical care although nursing assistance is available 24 hours. The center is in a former city hospital that Ithaca College bought and converted into a dormitory. When the college moved to a new campus in 1971 it found that the dormitory could be converted into housing for the aged.

The college created a private nonprofit corporation called Ithacare, Inc., administered by a board of directors representing Ithaca College, Cornell University, and community professionals. Ithaca College sold the dormitory to the corporation for its original purchase price. In turn, the corporation obtained a subsidized mortgage from the Federal Housing Authority to convert the building.

The facility possessed many architectural features that required little alteration: wide corridors, a ramp entrance, and plumbing in many rooms. Total construction cost $800,000—chiefly for installing carpets, handrails, ramps, grab bars, drop ceilings, and intercoms. The center has facilities and programs for recreation, the arts, rehabilitation, and transportation plus a beauty salon, lounges, and meeting rooms. Working with the college's physical education, music, and speech pathology departments, graduate students serve as interns in the new center while undergraduate students run programs in health care, sociology, psychology, and physical therapy. Although none of Ithacare's 70 residents are enrolled in college courses, Ithacare's cultural and life enrichment programs offer a lively alternative for senior citizens. The center has been financially profitable every year since its opening in 1974. *Write: Mark Zwerger, Administrator, Ithacare Center, 115 South Quarry St., Ithaca, N.Y. 14850.*

In a similar manner, D'youville College in Buffalo, New York leased an unused 285-student dormitory tower to a private nonprofit corporation called D'youville Mary Agnes, Inc. in order to establish a domiciliary care center for the aged. The college paid for plumbing and communications and converted rooms into recreation and arts facilities and a beauty salon.

Unlike Ithacare, the college runs no programs in the Mary Agnes Manor, but residents may make free use of all the

college facilities and cultural resources. Courses are free when space is available. According to college officials, the new residential care facility chiefly benefits the college by providing funds to retire the debt on the new building—although students, especially from the school of nursing, are frequently involved in intern and research activities at the manor. *Write: Theresa Wagner, Director of Nursing and Admission, Mary Agnes Manor, 307 Porter Ave., Buffalo, N.Y. 14201.*

Mixing the old and the young

Rather than convert existing facilities to senior citizen housing, Syracuse University and the Syracuse Housing Authority cooperated in the construction of a new intergenerational housing complex that opened in 1969. The complex accommodates 300 undergraduate women, 450 undergraduate men, and 400 low-income tenants 62 years and older. A university-owned student services center includes the gerontology center, a library, snackbar, meeting rooms, and a cafeteria. A common plaza ties the four buildings together in a single complex, although each agency supplies its own maintenance, security, and consumer services.

The university's gerontology center reports that the six-year intergenerational living experiment is a success because contact between residents and students is a regular occurrence. Students and interns in the program continually survey the residents to determine their needs, attitudes and life-styles. A joint student/resident committee plans new services to meet resident needs. And students regularly assist with recreation, medical, physical therapy, and social services in the building. Syracuse's All-University Gerontology Center reports that the project's main advantage for the university is that it serves as a living laboratory for research and training in gerontology.

On the other hand, the housing authority's division of social services feels that the Syracuse University intergenerational living experiment, "hasn't worked... yet," mainly for two reasons. The elderly residents' paramount concern is safety, and they perceive younger people as their greatest

safety threat; in terms of visual discrimination, there are no obvious differences between students and marauding youths. The division also reports that services to the elderly do not intrinsically appeal to students, that students regard regular participation as a chore. Unfortunately, many of the programs that mitigated these attitudinal differences died from lack of continued funding while their benefits deteriorated as students graduated or moved into other resident halls.

The complex is located on the periphery of the Syracuse campus but close to the city—in effect well removed from the university's mainstream. Although the student activities building contains a library, snackbar, and cafeteria, they were designed for student use and for the gerontology center; the residence tower for the elderly has its own snackbar and library as well as commercial spaces, health and rehabilitation facilities, a small kitchen, a beauty shop, lounges, chapel, arts and crafts spaces, and a multipurpose activity room. In short, each building is designed to serve a particular clientele, and there is no incentive for senior citizens to leave their residence tower. In fact, for security purposes, casual student visitors are not admitted into the tower; the commercial spaces serve only senior citizens. *Write: Eleni Reed, Director, Community Relations and Social Services, Syracuse Housing Authority, 516 Burt St., Syracuse, N.Y. 13202. Glen McKibbin, Director, Community Relations and Field Learning, All-University Gerontology Center, Brockway Hall, Syracuse University, Syracuse, N.Y. 13210.*

The University of Chicago also mixes students with citizens of various ages and categories in a single building. When the university purchased an old 550-occupant resort hotel, about 200 senior citizens and a few faculty members already lived there. One, two, and three bedroom apartments comprise 40 percent of the building's total units. With rising demand for single student housing, the university refurbished the hotel and gave priority to mature singles for low cost private rooms and shared apartments with full kitchens.

Although the only commons area is a pub on the first floor, the students without cooking facilities rapidly worked out a cooperative cooking arrangement with students in

kitchen apartments and organized a tenant council. With a recreation and entertainment budget from the university, the building soon developed a grand community spirit, and the students began holding socials with the senior citizens. *Write: Edward Turkington, Assistant Dean of Students, The University of Chicago, Chicago, Ill. 60637.*

Pioneering project circa 1973

Perhaps the most widely acclaimed intergenerational living/learning program is the Bridge project at Fairhaven College in Bellingham, Washington. The project began in 1973 with an HEW grant to convert two residence halls into apartments for the elderly and to operate the program for one year. The alterations cost $33,000 for converting two dormitory buildings for 104 single students (connected by a second-story bridge) into 14 one-bedroom apartments, 8 two-bedroom apartments, plus 16 guest apartments and a day-care center on the first floor. Because the building was originally designed for handicapped accessibility, remodeling costs were low. An elevator to serve both buildings was the major expense. The first senior students moved into the Bridge in November 1973. Ever since, the building has remained fully occupied by 32 "Bridger" students.

Except for the day-care center, the Bridger's turf is purposely segregated from facilities for other students. Bridgers like living together, and a separate facility satisfies their unique needs. For example, they live on a different time schedule; rising early and retiring at 10 P.M., when the building's front doors are locked. They have a greater need for quiet, security, elevator access, and higher lighting levels. In addition, most Bridgers want their own kitchens, although the majority take at least half their meals at the college cafeteria. Guest rooms for entertaining family and friends are important to them. Generally, they prefer using the college's recreation facilities along with the other students.

When senior citizens move into the Bridge, they may stay as long as they wish. The college respects their decision provided that residents do not need extraordinary medical or

nursing care. The problem of lifetime residency solves itself, for although the Bridge is fully occupied, only seven of the original 32 Bridgers remain. Officials report that many students come for enrichment classes particularly before traveling overseas. Others graduate and take up new careers, and a few transfer to universities. Many return after a year's absence for periodic campus living. Demand for senior citizen student housing is so high that the college is planning to construct a second Bridge apartment building for 100 tenants adjacent to the Fairhaven campus.

A Bridger's tenant council governs the use and schedule of all facilities. Martha Bishop, one of the seven original Bridgers and now the house granny, reports that the Bridgers like campus living and consider themselves college citizens.

The seniors adjust easily to their new life-style and relations between the generations are no problem. "There are always at least two things going on around here at the same time and the most difficult adjustment is to not feel guilty for missing something." She feels that intergenerational living and learning is not difficult as long as the housing provides quiet and privacy. When asked what architectural improvements were needed, Ms. Bishop listed better lighting, a community freezer, and more storage because many tenants bring all their

worldly goods—including furniture and family heirlooms.

Although Bridgers do not live with college students per se, their education and cultural experiences are intergenerational. All Bridgers are required to audit at least two courses, and no classes are exclusively for senior students. In class, the Bridgers are expected to act as both teachers and students, and faculty frequently call on Bridgers for insights and experiences in history and culture. Since arts and crafts studios dot the campus, students and Bridgers commonly swap skills and stories during classes in weaving, lapidary, pottery, woodworking, and jewelry making.

According to an independent University of California evaluation of Fairhaven's intergenerational program (available for $2.00), the Bridge, "is an exciting project, far-reaching in its potential for affecting the shape of things to come because it brings the human chain together in a place, i.e., an educational institution where reflection upon its meaning and implication becomes possible in a way that might not be likely to occur in any other settings." *Write: Douglas Rich, Director, The Bridge Project, Fairhaven College, Bellingham, Wash. 98225.*

Using excess space

In mid-1977 only a handful of colleges offer housing accommodations to senior students. Without exception, those colleges that now do so suffered declining enrollments during the first half of the 1970s and expect to recoup at least some enrollment losses by attracting new students.

North Carolina's Greensboro College, for example, declined about 20 percent from a maximum capacity of 700. In August 1975, the college began its Popular Program designed to attract mature and senior citizens, and within six months enrolled 16 senior students. The college reserves one wing of a student dormitory for the elderly. The rooms are private with shared baths or suite arrangements, and there are kitchen and lounge facilities on each floor. The building is connected to the student cafeteria via a tunnel. Costs are low—$174 per month for tuition, double occupancy room,

medical fees, three meals daily, and free access to all social and cultural affairs. Seniors may rent a two-room private suite with bath for $304 per month. At this writing the project's director reports a long list of interested clients, including many widows who are liquidating property in order to move on campus. *Write: Jack Long, Director, The Popular Program, Greensboro College, Greensboro, N.C. 27420.*

At another private college, Westmar College in Le Mars, Iowa, enrollment dropped precipitously—from 1,070 in 1970 to 700 in 1974. In order to increase enrollments, Westmar developed a variety of courses to attract new types of students. The program for senior citizens is called Janus after the Roman god of new beginnings. Tuition during the first year is covered by a grant from the Iowa Commission on Aging. Planning to accommodate new students in one building, Westmar began a dormitory renewal program in 1973 to convert double occupancy rooms into efficiency and one-bedroom apartments. Westmar's student body, however, accustomed to multiple options in campus housing, complained about losing the one-bedroom apartment option. The college then decided instead to offer Janus students equal housing options. Thus unlike Greensboro, senior students at Westmar are dispersed around campus in buildings shared by a variety of students with different ages, majors, backgrounds, and life-styles.

Edna Ward, 62 years and recently widowed, moved on campus in 1975 from a farm outside Des Moines, 300 miles from Westmar. Considering herself a permanent campus citizen, she says, "I wouldn't be happy in a learning environment without the younger students. I left for a few weeks to visit my brother and I really missed the kids on campus." On the other hand, Ms. Ward admits differences between older and younger students in living rhythms, social customs, traveling habits, adjusting to college, and in the need for privacy and quiet. For these reasons, she and other Janus students would prefer living close together but not necessarily in segregated housing. On the whole, however, there are more similarities than differences between the generations. Ms. Ward travels around campus on a bicycle, like most students,

and prefers intergenerational academic and physical education courses. "The greatest problem for most Janus students is that there's more going on on a college campus than you have time to take advantage of."

Owing to a swelling demand for apartments on campus, Westmar intends to convert other dormitory buildings into efficiency apartments. *Write: Nelson Newendorp, Director, Janus Program, Westmar College, Le Mars, Iowa 51031.*

The University of Wisconsin in Whitewater, suffered a 25 percent decline in enrollments and found itself with several empty and unpaid for dormitory buildings. In 1973, the university attempted to lease one building to a private nonprofit corporation for conversion into a nursing home. The state attorney general, however, ruled that the university had no authority to convert facilities to noneducational uses, although the building could be sold outright. So, to raise its dormitory occupancy the university established several programs for new students. The Live-in and Learn Program for senior citizens began in mid-1973.

In 1976, only three seniors lived on campus. Facilities are obviously the problem. Senior students are housed in private rooms with gang toilets on the top two floors reserved for graduate students in a ten-story dormitory building. Residents take their meals in cafeterias, and although small kitchens are available in the basement, there are few refuge areas for senior students. The building is not yet fully occupied.

Despite their low interest in campus dormitories, 130 seniors are enrolled in courses at the university. State law permits senior citizens to audit classes without charge when space is available. Called Later-Life Learning, the program for seniors counsels students and helps interested clients find apartments off campus. Project officials report little difficulty with intergenerational learning and recreation. The university regards senior citizens as valuable additions to the academic programs, and recruits them for a "talent bank" for consulting, class presentations, special events, and seminars. *Write: Lynton Platt, Director, Live-in and Learn Program, 800 N. Main St., The University of Wisconsin, Whitewater, Wis. 53190.*

Likes and dislikes of the elderly students

Intergeneration project officials report that senior citizens are first and foremost students who, like any other group, have different goals, needs, opinions, incomes, backgrounds, and cultures. If senior citizens have to leave campus because of failing health, they do so willingly and arrange their own medical services, just like young students. This is not to say that senior citizens have no special needs. Reports from pioneers in intergenerational living/learning indicate some special considerations in campus planning for elderly students. For example, architectural barriers are a hazard and a deterrent to the elderly, but by a happy coincidence new legal mandates for barrier-free design for the handicapped have vastly improved facilities for senior citizens. The elderly detest gang toilets; privacy must be a prime planning consideration. Officials report a greater need for lounge, social, and storage facilities and higher lighting levels.

Individual kitchens are not a necessity since most seniors regard meals as a prime social opportunity and prefer communal kitchen and dining areas. In general, senior students would rather live among students their own age, but not necessarily in segregated buildings. Apparently, they use their apartments like refuges—places of retreat from the hurly-burly campus activity. For this reason, seniors prefer living in quiet areas in buildings designed for rest, study, and social intercourse.

For recreation, the elderly apparently would rather use the campus facilities, where through intergenerational recreation and culture they learn as much outside the classroom as they do in intergenerational classes. Since senior citizens rise and retire earlier than younger students, campus planners should consider housing senior students in quiet, comfortable facilities close to classrooms and cultural centers but away from recreation and high noise areas. As the preceding examples show, tens of thousands of senior citizens are interested in a college education and many are also candidates for student housing.

Housing Prisoners on Campus

A study by Johns Hopkins University estimated that 30,000 of the nation's 400,000 prisoners could benefit by access to higher education. The U.S. Bureau of Prisons estimates 6,400 prisoners are involved in some form of postsecondary learning.

Most state and federal prisons offer college level courses inside the correctional facilities, but in New Mexico, Washington, California, and New York prisoners are going outside to college. Some return to the prison at night, but others live on campus.

Prisoner students are eligible for Veterans Education Benefits, Basic Education Opportunity Grants, Comprehensive Employment Training Assistance, Manpower Development Training Assistance, federally insured student loans, private scholarships and grants, and frequently for financial assistance through the vocational rehabilitation program of the Rehabilitation Services Administration. *Write: Sylvia McCollum, Administrator, Education Branch, Bureau of Prisons, United States Department of Justice, Washington, D.C. 20534.*

Days on campus

Five state and three federal prisons operate day release programs for prisoner students. One of them, Project Newgate, is a federally funded program involving the New Mexico State Penitentiary, Eastern New Mexico University, and the College of Santa Fe. The university is the project's sponsoring agency responsible for fiscal and operational control. The college operates the instructional program within the prison and accepts pre-release students on its campus.

Newgate students take courses in a variety of ways: some attend classes only within prison walls; others on an eight-hour release program are on campus during the day and return to the prison at night; a few pre-release students are permitted to live on campus but may not leave the grounds

without permission; parolees, of course, are free agents in the community. Released and paroled prisoners rent dorm rooms and purchase a meal plan.

Eight-hour students may rent a room although they do not sleep there at night. Newgate officials restrict these students between classes to the library, the student union, the gymnasium, or their rooms, where they keep clothing and personal effects. All the rooms for pre-release and eight-hour release students are together (for periodic supervision) on one floor in a standard dormitory with other students.

Apparently, all three institutions are well-satisfied with the Newgate program. The penitentiary convinced the state legislature to replace the federal support, ended last year, that enabled the College of Santa Fe to use 24 rooms that would have been unoccupied. *Write: Tom Haufmann, Director, Project Newgate, Box 1059, Santa Fe, N.M. 87501.*

Living on campus

The degree of supervision and the type of facilities for pre-release student prisoners differs among colleges. For example, Project Perfect at the Western Washington State College in Bellingham is housed on the first floor of a two-story residence hall. Except for lounges, the facilities are adequate according to project officials. The project now houses ten men and two women, and there is room for 36 release students. Students are supervised 24 hours a day and must check out to specific areas; an enforced curfew restricts their movement on campus. The purpose of the halfway house is to provide prisoners with a link between the structured prison system and the unstructured "outside world" by gradually providing additional freedom while attending the college. Apart from installing alarms on exterior exits and converting several rooms into offices, the dormitory required little modification. *Write: Pete Coy, Director, Housing and Dining, Western Washington State College, Bellingham, Wash. 98225.*

The University of Washington's Cons Unlimited Organization, a student club for ex-offenders, helped establish a

halfway house for prisoners on the fifth floor of a standard dormitory. The rooms are arranged in clusters; 8 students share four bedrooms and a living room. About 20 men and women from federal and state prisons are enrolled in the program. There is space to accommodate 36. Administered by the university's Office of Minority Affairs, the program attempts to include a representative sampling of all ethnic groups in prison. Although there are rules governing movement on and off campus, Washington's resident release students are less closely supervised than in Bellingham, principally because offices for project staff (a director, an academic counselor, an institutional liaison office, a program assistant, four counselor aides, and two state parole officers) are next to where the residents live. *Write: Karen Morell, Director, Prisoner Education Program, Office of Minority Affairs, University of Washington, Seattle, Wash. 98195.*

Instead of using a dormitory, the University of California at Santa Barbara established a halfway center for prisoners in an apartment complex adjacent to campus. The Resident Release Project uses funds from the U.S. Bureau of Prisons to lease apartments for prisoners with up to one year left to serve. (Prisoners can not legally enter into contractural agreements such as leases.) In 1976, the project leased eight apartments—one as an office, the remainder to house 16 men and four women inmate students.

Unlike the Washington and New Mexico projects, Santa Barbara's resident release students are not closely guarded. Instead, after checking out in the morning, they are free to travel to the campus and the adjacent Isla Vista community. Students may obtain permission to leave the area for personal and academic reasons. Curfew is 11:30 P.M. week nights and 1 A.M. on weekends.

Through 1976, 70 students have matriculated through the program; only three were returned to prison—all for minor rule violations. All the students are highly motivated. Last year, their over all academic average was 3.7 on a 4.0 scale. *Write: Marilyn Blair, Director, Resident Release Project, Dean of Students, University of California, Santa Barbara, Calif. 93106.*

New York's Marist College developed an access and recruitment program primarily for paroled prisoners to smooth their transition from convict to collegian. Called the Greenhaven Higher Education Opportunity Program, Marist matriculates students inside prison walls and on campus after parole. In between, the program encourages prisoners to continue their education.

For example, the program sends counselors and financial aid officers to the prison to assist prisoner students develop their curriculum and apply for appropriate funding after parole. Just before their parole, the college arranges up to six-week furloughs for prisoners to live on campus, work with counselors, and get to know teachers and students. After parole, the college, with funds from the state board of education, provides a $200 clothing allowance for newly enrolled ex-offenders.

Students live in standard dormitory rooms and occasionally off campus in shared apartments. On campus, ex-offender students are free agents—the only restrictions are a 1 P.M. curfew and a proscription against leaving the county. Special ex-offender counselors and tutors assist the Greenhaven students, and since the program began in 1973 they all have lived up to the program's goals and expectations. Currently, there are 21 prisoners on campus and 68 in courses at the state prison. *Write: Ed Donohue, Director, Greenhaven Project, Marist College, Poughkeepsie, N.Y. 12601.*

Higher education for released prisoner students is still largely experimental. Most of these projects (the majority on the West Coast) are only a few years old. Thus it is too soon to evaluate whether early release to college programs lowers recidivism or improves prisoner rehabilitation. Nevertheless, the early indications are promising, for many of these students have graduated, found jobs, and established stable lives.

Will prisoner study release programs grow? Most likely—especially since the philosophy of penal management is rapidly shifting toward community based rehabilitation programs. Cost is another contributing factor. Santa Barbara officials report that it is significantly cheaper for the government to maintain inmates in university housing than in prison.

Of course, college programs are not appropriate for all prisoners; the majority simply have not been taught the skills nor given the educational background needed for success at college.

The U.S. Bureau of Prisons reports that federal funds for prisoner rehabilitation through education is increasing. As new programs spread and prove their worth, early release prisoners and parolees are likely to become common on the American campus. Housing will play a larger role in the success of these students than any other segment of the campus population. Early release students in university housing are often more successful than parolees in university programs that do not provide housing. One university ex-offender program official reports that parolees on limited income and not eligible for special housing often wind up in flophouses and seedy hotels among citizens of questionable character. Not surprisingly, recidivism in such programs is alarmingly high.

University of Wisconsin–River Falls

Foreign Students: The Education Import

Facilities and services can support or inhibit the enrollment of foreign students on American campuses. University officials must be aware of the unique needs of foreign students, particularly in housing and food. Because of cultural tastes and dietary restrictions, foreign students need access to kitchens and refrigeration; mandatory meal plans offering American food only are distasteful to foreign students. Housing must be available 12 months a year, since most foreign students live here for 5 consecutive years while obtaining their degrees.

Frequently, foreign students arrive with family and need low-cost housing for two or more people. Since the students are both wealthy and poor, colleges would be wise to provide a range of accommodations from luxury to low-cost. The question of integration is an essential planning consideration. Most college officials agree that integrated housing is best, but provisions for transition space is necessary—either through small international houses for new foreign students or with special international centers aimed at social assimilation and intercultural studies.

Without doubt, foreign student enrollment is increasing in the United States. With the proper facilities and programs, American higher education may become a prime global export.

The American mecca of higher education

According to the Institute of International Education, foreign student enrollment in American colleges and universities rose 16 percent—from 155,000 in 1974-75 to 178,000 in 1975-76. The survey only counts full-time students enrolled in degree programs—not students enrolled in English training classes, community colleges, vocational schools, or part-time students.

Foreign students comprise widely diverse groups of people. In the late 1950s, about half were from Canada and

Europe. Today, the largest proportion of foreign students, about 50,000, come from the Far East. Lately, however, the greatest increases are from Latin America, Africa, and, in particular, the Near and Middle East. And in 1975, Iran surpassed Hong Kong as the country with the largest number of students in the United States.

A typical foreign student is most likely a male (77 percent), privately supported, about 25 years old (55 percent are between ages 23 to 30), and enrolled in a postgraduate degree program (53.3 percent graduate students vs. 41.5 percent undergraduate students). In a survey of foreign students, 9 percent sought bachelors degrees as their final educational achievement, 34 percent planned to stop with a masters degree, and 50 percent said they would go on to a PhD. Most attend the country's top 50 colleges and universities.

Foreign students differ vastly from American students in their expectation of campus life. There are, for example, different customs in food, beverages, and alcohol. Political differences, too, may determine a university's housing placement policy. Because of the loose social structure here, foreign students from the upper classes of countries such as India and Iran experience class disorientation and often turn inward to other foreigners for friends and roommates. Frequently, too, the new foreign student is wealthy and unwilling to live by American student housing standards. One university reports that many new foreign students regard dormitories as fit only for their servants. Some foreign students (about 20 percent) arrive with their families. Others with unrealistic living allowances expect to share a room with five or six people. Over all, the only safe generalization about foreign students is that no general characteristics apply—especially in student housing accommodations.

International House

During the last 50 years, the International House concept has been the major form of foreign student housing. The big four among American International Houses are New York (1924),

Berkeley (1930), Chicago (1932) and Philadelphia (1970). All are highrise buildings with 500 tenants. They have communal spaces designed for special services, recreation, and international sociability, including gymnasiums, kitchens, libraries, language labs, book stores, thrift shops, auditoriums, art studios, rathskellers, plus facilities for studying, lounging, dining, and health services. Aimed at promoting social intercourse, the rooms tend to be small, while common areas are spacious and heavily used.

The houses serve students from every continent plus United States students. The Rockefeller Foundation paid construction costs for the first three houses, and gifts, grants, and a federal loan financed the Philadelphia house. The New York and Philadelphia houses are independent—covering operating costs with fees, gifts, and grants. The Berkeley and Chicago houses depend on the universities for operating costs and services.

Small international houses

The I-house philosophy aims at creating small island communities of international understanding at the student level. Often called live-in student unions, the American I-houses are part of a network of student houses in many nations. These facilities house only a small proportion of foreign students in the United States. The New York house, for example, now serves only 5 percent of the city's foreign students compared with 50 percent when it opened in 1924.

The Washington International Student House, a small 60 student independent I-house modeled after the New York center, turns many of Washington's 6,000 foreign students away every year. Thus, the vast majority of foreign students must depend on their own resourcefulness or their college residence programs for housing accommodations. Today, international houses are viewed as transitional spaces where new foreign students can become accustomed to American life-styles and familiar with our laws and language. *Write: Howard Cook, President, International House, 500 Riverside Drive, New York, N.Y. 10027.*

The University of Nebraska opened an I-house on the first and second floors of a student resident hall for foreign and American students willing to participate in an international/intercultural living/learning program. The University of Southern California runs a similar program, called "Latino Floors" for men and women from Latin American countries in two residence halls. Syracuse University, on the other hand, bought and converted an old sorority house in 1970 for a similar program.

Nebraska has only double occupancy rooms while Syracuse offers single, double, or triple occupancy accommodations. Foreign students are especially attracted to the I-house because rooms are available year-around and because the houses provide special facilities and services such as kitchens and private telephones as well as courses and seminars in international and intercultural studies. The Nebraska I-house contains a library oriented toward international news, and Syracuse features a food co-op.

Both universities report no difficulty in attracting participants, and both regard the I-house program as a valuable learning experience for foreign and American students. *Write: Glenn Schuman, Director, Office of University Housing, Seaton Hall, Lincoln, Neb. 68508. Mike Smithee, Program Coordinator, International Student Office, 230 Euclid Avenue, Syracuse University, Syracuse, N.Y. 13210.*

International student unions

Many universities have international centers that provide no housing. The universities attempt to integrate their foreign students into standard housing facilities. Often located in converted houses, the I-centers are designed with facilities and services that attract foreign and American students to a common setting for international study and cultural exchange. The University of Tennessee's I-center, for example, is considered a satellite student union with an international library, kitchens, lounges, game rooms, a living room, and a television room. Similarly, Stanford University's Bechtel International Center, also in a converted home, offers coun-

seling, educational, and social activities that attract both foreign and American students. American student Volunteers teach courses in conversational English to foreign students and their families. The University of British Columbia constructed a new center in 1959 that is, in effect, an international student union. All three university centers offer courses and seminars in international education.

Although the I-center concept works well in itself, foreign students do not always adjust well in standard dormitory accommodations. At the University of Tennessee, most foreign students live either off campus or in married student housing. The university's Office of International Services reports that foreign students prefer substandard housing in the community to new dormitory accommodations.

At Stanford University, foreign students do not have this choice because the city is grappling with a severe housing

shortage. To overcome psychological and cultural adjustment problems, the Bechtel Center offers extensive psychological and counseling services. Perhaps the main difficulty is that foreign student dormitory accommodations close during the summer and vacation breaks. Foreign students with no place to go must move their possessions to another room or sometimes into a large hall where they camp until classes

resume. All three university I-centers report that foreign students, rather than becoming itinerant campus gypsies during vacations, prefer their own turf—a place they can count on 365 days a year. *Write: Dixon Johnson, Director, International Services, 201 Alumni Hall, University of Tennessee, Knoxville, Tenn. 37916. Lee Zeigler, Director, Bechtel International Center, P.O. Box 5816, Stanford, Calif. 94305. Colin Smith, Director, International House, University of British Columbia, Vancouver 8, British Columbia, Canada.*

Language exchanges

California State University at Chico purchased eight private homes near campus and converted each into cooperative student rooming houses. In conjunction with the department of modern languages, four have become language houses (French, Italian, German, and Spanish) for a concentrated living/learning experience. Foreign students are especially attracted because they can quickly become familiar with the American language and culture while also serving as teachers and translators. Foreign students not interested in the language program may live in three other residence houses with programs and regulations governing either an academic or a social environment. Of course foreign students may also elect to live in dormitories and residence halls—many foreign students, whose transition was smoothed in the language houses, do so. *Write: Pat Fawcett, Supervisor, Housing Office, California State University, Chico, Calif. 95929.*

Special services

The University of Michigan and Michigan State University provide appropriate foreign student housing without the use of any special facilities. Each university established a package of services aimed at overcoming foreign student housing problems. Michigan's services are designed primarily to help foreign students find housing off-campus. The University of Michigan International Center teaches courses in housing skills that teach the foreign student how to hunt for apart-

ments; the differences between apartments, co-ops, condominiums, and rooming houses; legal rights of tenants; and the basics of leases and contractual agreements. Thus prepared for tenant survival, the majority of Michigan's 2,000 foreign students live off campus in community apartments.

On the other hand, Michigan State services aim to keep foreign students on campus. Most foreign students live in a 900-student, coeducational graduate hall or in a 2,200-unit married students complex. Both facilities are open year round. The Office of International Programs offers counseling services, sponsors seminars in law and international studies, and offers English language courses. All foreign students carry health and accident insurance that includes provisions for mental illness. In the married students complex, the university runs a cooperative day-care center and provided the land where a public school now serves students' children.

Perhaps more than any other university, Michigan State's foreign students are completely integrated into the mainstream of campus living. *Write: Jon Heise, Director, International Center, 603 E. Madison Street, University of Michigan, Ann Arbor, Mich. 48104. August Benson, Foreign Student Advisor, Center for International Programs, Room 104, Michigan State University, East Lansing, Mich. 48823.*

Alumni, Retirees, Emeriti, and Retired Staff

This last chapter reviews opportunities for colleges to maintain contact with people who are well outside the mainstream of traditional campus living. These people include alumni, who normally only visit at Homecoming, and retired people over 65 years of age who may or may not have worked on a campus.

Alumni are encouraged to spend vacations at a number of institutions that want to keep their residences occupied as many weeks of the year as possible. Some colleges use their location as an attraction—such as Bowdoin College in Maine; and some offer their academic resources—such as Cornell University.

Retired persons are encouraged onto some campuses all year round. Living in residence halls they can bring experiences and ideas to the young students. They may be interesting contributors to the living/learning experience of residential life.

At least two universities have built special housing for emeritus faculty—Stanford University and the Hastings College of Law. Hastings encourages retired faculty to teach in its new law center.

The new summer school

About 35 colleges and universities offer regular summer sessions for alumni and their families. Another 300 or so offer some alumni programs. This is not an overwhelming number considering there are about 33 million alumni of 3,000 institutions of higher learning.

Programs, often called alumni colleges, are promoted as vacations that incorporate facilities for the whole family. Cornell, for example, gives one empty floor of a dorm to teenagers to isolate their noise from other residents. Children, adults, and teenagers have completely separate lounges, classes, and activities. Camp activities, for example, are

geared to each age group: 3 to 5, 6 to 12, and teenagers. Parents turn their offspring over to counselors from 8 A.M. until 5 P.M. Youngsters join their parents for dinner until bedtime when staff members patrol the dormitory until parents return from their evening activities.

Thousands of alumni enrolled in summer programs during 1975. Many colleges found them so popular that programs expanded and offered available space to non-alumni as well; one college restricts non-alumni to alumni family and college donors. Typical accommodations are in private rooms in dormitories. Many alumni, however, are unwilling to relive experiences with communal bathrooms, so rooms in nearby motels are available. Other universities, Stanford, for example, make excellent use of on-campus apartments during the alumni season. In fact, both Stanford University and Indiana University plan on-campus condominiums for alumni.

The alumni programs are popular with alumni and make use of otherwise idle facilities, generate revenue and establish an intellectual—and occasionally financial—rapport with alumni. Program officials report that many summer alumni have made generous donations after an enjoyable summer's stay at the old alma mater. *Write: Michael Born, Vice-President, Council for Advancement and Support of Education, Suite 600, One Dupont Circle, Washington, D.C. 20036.*

A summer place

Resembling a rustic resort facility, the Harpswell apartments at Bowdoin College were built to satisfy a student demand for something better than dormitory living. Now the most sought-after housing on campus, the two-bedroom apartments are rented to groups of four students. During the summer Bowdoin offers the 24 living units to alumni with families on vacation, since Brunswick, Maine, is a popular seaside vacation area.

A design/build proposal qualified Bowdoin for an interest subsidy grant from HUD's College Housing Program, and construction was completed at $26 per sq ft. This was the cost

that could be supported by the college's standard annual room charge for four undergraduate students. Thus summer rentals generate additional revenue for the college while offering a popular service to alumni. *Write: Harry Warren, Coordinator of Summer Programs, Bowdoin College, Brunswick, Me. 04011.*

Returning to their beginnings

Rather than viewing residence halls as student ghettos, Harvard, Yale, and Wellesley College employ retired faculty, alumni, and notable non-alumni as live-in house guests who teach seminars and share experiences with or just relate to students. Harvard's and Yale's house master programs primarily encourage active faculty to live in apartments in student residence halls.

Wellesley's guests-in-residence programs seek out notable alumni, retired faculty, and non-alumni who can bring unusual experiences and insights to students living in three residence halls. Guests live rent-free and receive free meals and a monthly entertainment allowance. Response to the program has been so encouraging that Wellesley intends to double the number of guest apartments. *Write: Joyce Wadlington, Director of Residence, Wellesley College, Wellesley, Mass. 02181.*

Similar to Wellesley's program, Michigan State University's Executives-in-Residence program invites executives from major corporations to live in small apartments in the dormitory and acquaint students and faculty with the world of business and high finance. Executives meet students in informal seminars, lunch with faculty, socialize with administrators, and consult with university business officials. During the program's first year in 1975 four executives, whose salaries were paid by General Motors, spent a week on campus. Michigan State intends to expand the program with executives from other corporations for longer visits. *Write: John Shingleton, Placement Director, Michigan State University, East Lansing, Mich. 48823.*

The Luther Theological Seminary in St. Paul employs retired college staff as caretakers of student residence halls.

Usually elderly couples, the caretakers live rent-free and receive a part-time salary. The seminary avoids hiring resident advisors and supervisory maintenance personnel while offering its staff a valued position on campus after retirement. *Write: Housing Office, Luther Theological Seminary, 2375 Como Ave., St. Paul, Minn. 55108.*

Retire on campus

Faculty housing pressures also compelled Stanford University to develop a housing complex for retirement living. Both the city of Stanford and the university share a critical housing shortage. In order to attract first-rate faculty in the past, Stanford built full-sized faculty homes in an attractive neighborhood on campus grounds. Many of these faculty homeowners, however, have retired and their children have moved away. Ideally, these homes should serve younger faculty members with children, but the lack of housing alternatives for senior faculty members discouraged movement. The university, therefore, decided to construct on campus grounds alternative housing for senior faculty designed around their needs and living habits. The new complex, called Pearce Michell Houses, contains 82 condominium townhouse apart-

ments surrounding a pool, with a grassy courtyard and a recreation center.

The condominium alternative proved successful within six months after the apartments went on sale. More than 60 apartments were purchased by senior faculty. *Write: Robert Summers, Director, Faculty-Staff Housing, Encina Hall, Stanford University, Stanford, Calif. 94305.*

Not for its own retired faculty but to attract distinguished faculty retiring from other colleges and government service, the Hastings College of Law in San Francisco developed a bold new plan that will satisfy its immediate needs, generate revenue for new projects, and supply an attractive living environment for some of the best legal minds in the country. The plan centers on a new community called the Hastings Law Center built on land adjacent to the existing campus. The complex will include office, academic, and commercial spaces, recreation and dining facilities, student services, a professional building, an auditorium, a law library, a day-care center, plus club rooms and special facilities for faculty and apartment suites for distinguished emeriti.

Hastings is already noted for its "Sixty-Five Club," an organization composed of former deans and professors of law who have reached the mandatory retirement age at other institutions of legal education. Club members, who comprise one-third of the teaching staff, receive a full salary and teach core curriculum but must carry a 60 percent teaching load. Most club faculty now arrange their own housing accommodations, but to attract foremost legal scholars, the new Law Center will contain special faculty apartments on the top three floors of a mixed-use 12-story building. If all goes as planned, Hastings intends to begin constructing the new Law Center within the next two years. *Write: Marvin Anderson, Dean, University of California Hastings College of Law, 198 McAllister St., San Francisco, Calif. 94102.*

Relations with alumni, retired people, faculty, and staff are continuously changing. Alumni are returning to campus as middle-aged students; retired employees look to the campus for new concepts in retirement living, as they are reluctant to sever ties with the campus environment. In response, colleges

and universities are rethinking campus housing alternatives. Apartments, for example, are versatile housing units—able to serve students during the academic year and alumni and vacationers during the summer. Successes with apartments at Stanford indicate that senior faculty are willing to trade homes for maintenance-free apartments. Well-advised colleges are planning for facilities that will serve constituencies in the future who were not considered for campus life in the past.

Conclusion

This report has consistently dealt with two subjects: the demography and characteristics of new student constituencies, and housing facilities for special populations. Each subject has special implications for college planners, indeed for campus officials in general.

First, the demography. It is widely believed that college enrollments will decline in the next decade, and there are compelling reasons for this belief. The number of 18- to 24-year-old students has been declining during the last five years, the birth rate is dropping rapidly, decreased public school enrollment simply cannot promise comparable numbers of high school graduates in the future, and scores of small private colleges have closed because of declining enrollments.

On the other hand, enrollment of new types of students is growing rapidly. Except for veterans, the percentage increase for all other constituencies is climbing each year. In fact, the atypical student already constitutes a majority on campus and the populations from whom these atypical students are drawn will most likely support new increases in the future. Therefore, there is reason to believe that, contrary to popular belief, college enrollments may continue to increase during the 1980s and perhaps even further into the future. The charactertistics of a typical college student in the 1980s, however, will vastly differ from our assumptions about a typical college student today.

The new students will very likely change the nature of existing college housing facilities because they will have diverse and often unusual housing needs. Thus future campus housing will have to be in a wide variety of types, prices, locations, and choices and lengths of occupancy. Similarly, the services offered in student housing will probably grow to include daycare, health care, food co-ops, group cooking, unlimited storage, new security arrangements, grounds keeping, and special maintenance and apartment watching that includes care for the plants, pets, and children of absentee

tenants. By the same token, college housing officials will most likely offer a variety of auxiliary housing services: counseling, tenant organizing, part-time accommodations, apartment finding, housing education, legal services, roommate matching, and housing placement in privately-owned, university-organized, off-campus facilities. The need for management efficiency and computerized information retrieval will grow with the student demand for housing and housing services.

Options in student housing facilities will probably proliferate as the number of new students grow in proportion to the total enrollment. Today the variety of campus housing is staggering: apartment buildings, dormitories, hotels, hostels, homes, townhouses, duplexes, mobile homes, trailer courts, campsites, fraternity houses, condominiums, and cooperatives—old and new, furnished and unfurnished, multiple and single occupancy, cheap and expensive, high- and low-rise, segregated and coeducational, special interest and mixed, temporary and permanent, for rent or purchase, and with and without special services. As the types and needs of new students multiply, all these housing options and new forms not yet designed will become common ingredients in campus planning.

One final caveat for campus planners and administrators: Although a large number of students in a particular constituency may prefer one form of housing, there will always be a substantial number of mavericks who will seek other alternatives. Thus multiple housing options should be available to all students, and administrators should never expect that all students of a particular group will opt for one type of housing in one specific location. Instead, the emphasis is on choice and in the future; those colleges with the most choices will more likely attract the new student.

EFL Publications

The following publications are available from EFL,
850 Third Avenue, New York, N.Y. 10022.
Prices include postage if orders are prepaid.

ARTS AND THE HANDICAPPED: AN ISSUE OF ACCESS Over 150 examples of how arts programs and facilities have been made accessible to the handicapped, from tactile museums to halls for performing arts, and for all types of handicaps. Emphasis on the laws affecting the handicapped. (1975) $4.00

THE ARTS IN FOUND PLACES Where and how the arts are finding homes in recycled buildings, and in the process often upgrading urban centers and neighborhoods. (1976) $7.00

CAMPUS IN TRANSITION Interprets demographic factors influencing college enrollments, discusses current academic trends, and describes how colleges are producing new income and/or providing new programs without building new facilities. (1975) $4.00

CAREER EDUCATION FACILITIES Programming guide for shared facilities making one set of spaces or equipment serve several purposes. (1973) $2.00

COMMUNICATIONS TECHNOLOGY IN HIGHER EDUCATION—REVISITED Twenty-one profiles that were distributed during 1975–76 in *Planning for Higher Education* update most of what has happened in this field during the last decade. 11x8½ reprints for $7.00 from Communications Press, Inc., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. Hardbound and paperbound editions available in Summer, 1977 from CPI.

COMMUNITY/SCHOOL: SHARING THE SPACE AND THE ACTION How schools share facilities with other public agencies to provide improved social services. The book discusses financing, planning, building, staffing, and operating community/schools. (1973) $4.00

FEWER PUPILS/SURPLUS SPACE Looks at the phenomenon of shrinking enrollments, its extent, its possible duration, and some of the strategies being developed to cope with unused school space. (1974) $4.00

FIVE OPEN PLAN HIGH SCHOOLS Text, plans, and pictures explain how secondary schools operate open curriculums in open spaces. (1973) $3.00

FOUR FABRIC STRUCTURES Tent-like or air-supported fabric roofs provide large, column-free spaces for physical recreation and student activities at less cost than conventional buildings. (1975) $3.00

GENERATING REVENUE FROM COLLEGE FACILITIES Strategies used by institutions of higher education to produce income from their land and buildings. (1974) Single copies free, multiple copies 50 cents each.

THE GREENING OF THE HIGH SCHOOL How to make secondary school healthy. Includes open curriculums and alternative education programs. (1973) $2.00

HIGH SCHOOL: THE PROCESS AND THE PLACE Planning, design, environmental management, and the behavioral and social influences of school space. (1972) $3.00

HOUSING FOR NEW TYPES OF STUDENTS Colleges faced with declining enrollments from the traditional age-group should widen their constituency by modifying their accommodations for senior citizens, those over 25, those under 18, the handicapped, married, single parents, etc. (1977) $4.00

MEMO TO AMBULATORY HEALTH CARE PLANNERS A general guide to making health centers more humane and flexible. (1976) $2.00

THE NEGLECTED MAJORITY: FACILITIES FOR COMMUTING STUDENTS Advocates making college facilities more amenable and available to students who do not live on campus. Includes examples of facilities for studying, eating, leisure, shopping, resting, recreation, etc. (1977) $4.00

NEW PLACES FOR THE ARTS Describes 49 museums, performing arts facilities, and multi-use centers. Includes listings of the consultants. (1976) $5.00

PATTERNS FOR DESIGNING CHILDREN'S CENTERS For people planning to operate children's centers. (1971) $3.95

PHYSICAL RECREATION FACILITIES Places providing good facilities for physical recreation in schools and colleges—air shelters, roofing existing stadiums, shared facilities, and conversions. (1973) $3.00

THE PLACE OF THE ARTS IN NEW TOWNS Approaches for developing arts programs and facilities in new towns and established communities. Insights and models for the support of the arts, the use of existing space, and financing. (1973) $3.00

REUSING RAILROAD STATIONS Advocates the reuse of abandoned stations for combined public and commercial purposes, including arts and educational centers, transportation hubs, and focal points for downtown renewal. (1974) $4.00

REUSING RAILROAD STATIONS BOOK TWO Furthers the advocacy position of the first book and explains the intricacies of financing the development of a railroad station. (1975) $4.00

THE SECONDARY SCHOOL: REDUCTION, RENEWAL, AND REAL ESTATE Warns of the forthcoming decline in high school enrollments. Suggestions for reorganizing schools to prevent them from becoming empty and unproductive. (1976) $4.00

SPACE COSTING: WHO SHOULD PAY FOR THE USE OF COLLEGE SPACE? Describes a technique for cost accounting the spaces and operating and maintenance expenses to the individual units or programs or an institution. (1977) $4.00

SURPLUS SCHOOL SPACE: OPTIONS & OPPORTUNITIES Tells how districts have averted closed schools by wid ing educational and social services, increasing career and special education programs. Advises how to make local enrollment projections, and how to decide whether to close or not. (1976) $4.00

STUDENT HOUSING A guide to economical ways to provide better housing for students. Illustrates techniques for improvement through administrative changes, remodeling old dorms, new management methods, co-ops, and government financing. (1972) $2.00

TECHNICAL ASSISTANCE FOR ARTS FACILITIES: A SOURCEBOOK Where arts groups can find help to establish their own studios, auditoriums, etc. Lists federal, state, and private sources. (1977) Free

We're Pleased That You Are Interested in Making the Arts Accessible to Everyone... Describes arts programs and facilities that have been designed to overcome barriers to children, the elderly, and the handicapped. Contains an enrollment card for a free information service. (1976) Free

Schoolhouse A newsletter on financing, planning, designing, and renovating school facilities. Free

Films

The following films are available for rental at $9.00, or for purchase at $180.00 from New York University Film Library, 26 Washington Place, New York, N.Y. 10003. Telephone (212) 598-2250.

New Lease on Learning
A 22-minute, 16mm color film about the conversion of "found space" into a learning environment for young children. The space, formerly a synagogue, is now the Brooklyn Block School, one of New York City's few public schools for children aged 3-5.

Room to Learn
A 22-minute, 16mm color film about The Early Learning Center in Stamford, Connecticut, an open-plan early childhood school with facilities and program reflecting some of the better thinking in this field.

The City: an Environmental Classroom
A 28-minute, 16mm color film, produced by EEE in cooperation with the New York City Board of Education, shows facilities and resources in and around the city in which effective programs of environmental education are under way. Such diverse sites as the Hudson River, an incinerator, Chinatown, Governors Island, and a children's camp in a rural setting are analyzed for their contributions to the education of city children.

Photo Credits

p. 55 University of Wisconsin–River Falls News Bureau
All others, Larry Molloy